



Esperanza Rising

by Pam Muñoz Ryan

Teacher's Guide

Written By Kathy Sammis

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Synopsis

Aguascalientes, Mexico

In 1924, Papa takes his six-year-old daughter Esperanza out into their vast vineyards in Aguascalientes, telling her that when you lie down on the land, you can feel it breathe and feel its heart beating. Esperanza lies down on the ground with Papa, and soon she feels the resounding thud and hears the rushing beat of the land.

Las Uvas (Grapes)

It is now 1930, and Esperanza still lives an idyllic, pampered life with her parents, Ramona and Sixto Ortega, on *El Rancho de las Rosas*, tended to by numerous servants. On the eve of Esperanza's thirteenth birthday, Papa fails to come home from ranch work with his *vaqueros*.

Esperanza, Mama, Mama's mother Abuelita, and devoted Zapotec servant Hortensia spend an anxious night waiting while Hortensia's husband Alfonso (Papa's field boss and *compañero*) and son Miguel (Esperanza's childhood playmate) search.

(Esperanza has breached her friendship with Miguel by telling him that they stand on opposite sides of a deep river, she as the ranch owner's daughter and he as the housekeeper's son.) Papa's unpleasant older stepbrothers, Tío Luis, the bank president, and Tío Marco, the mayor, join the waiting women. Late that night, Alfonso and Miguel return with Papa's body in the back of their wagon.

Las Papayas (Papayas)

Days later, Esperanza opens her birthday presents; her last present from Papa is a beautiful porcelain doll. The lawyer comes to settle the estate: Papa has left the house and all its contents to Mama and Esperanza, along with the yearly income from the grapes. The land

goes to Tío Luis, who proposes to marry Mama; when she refuses, Luis says she will regret that decision. Later, Alfonso points out that Luis and Marco are powerful and corrupt; they will prevent Abuelita from taking her money out of Luis's bank and will make it too dangerous for any friends to help Mama financially. Miguel tells Esperanza that he and his parents will leave for the United States, where they will have a chance to be more than servants, rather than stay and work for the uncles.

Los Higos (Figs)

That night, the women escape as the Ortegas' beautiful home burns to the ground. The spreading fire destroys the vineyard as well. The Ortega women now have no source of income and no place to live. Mama accepts Tío Luis' marriage proposal in order to buy time while Hortensia and Alfonso make arrangements for both families to sneak away and join Alfonso's brother on the company farm in California where he works. Abuelita, injured in the fire, will stay for now with her sisters, nuns in a nearby convent. The old lady counsels Esperanza not to be afraid of starting over, to look forward to rising again from the ashes, like the phoenix. She also gives Esperanza her crocheting project to complete, a zigzag-pattern blanket—

mountains and valleys, like the ups and downs of life.

Las Guayabas (Guavas)

Knowing that the uncles will prevent them from leaving, Mama, Esperanza, and Hortensia hide in a guava-loaded wagon driven by Alfonso and Miguel. Two days later, the two families board a train at Zacatecas. Esperanza has a hard time adjusting to riding in the bare-bones car full of peasants, and she is surprised when Mama chats amiably with their fellow travelers. She ignores Mama's comment, "now we are peasants, too."



Los Melones (Cantaloupes)

After four days in the train, the group reaches the border at Mexicali, where immigration officials allow them to enter the United States. Another train brings them to Los Angeles, where they are met by Alfonso's family: brother Juan and his wife Josefina, their daughter Isabel (age eight) and twin one-year-olds Lupe and Pepe. A long drive in Juan's rickety truck brings them all to Arvin, in the San Joaquin Valley. At a rest stop along the way, Esperanza lies down on the ground but fails to hear its heartbeat; instead, she feels herself floating and drifting upward, untethered and frightened, then falling. Near their camp, Juan stops to give a lift to Marta, a girl around Miguel's age who reacts with extreme hostility when Isabel tells her about Esperanza's privileged background; Marta's father fought in the Mexican revolution against the large landowners. She argues that the farm workers should strike for higher wages and better housing.

Las Cebollas (Onions)

At the camp, Esperanza is appalled by her new living conditions: a two-room cabin with a kitchen/bedroom and a tiny back bedroom—no better than the horse stalls at El Rancho de las Rosas, she thinks—and they have to share this with Hortensia and Alfonso, plus Isabel! Mama continues to admonish Esperanza to be grateful for having a home and work. Next morning the women go to work packing grapes in the sheds, while the men pick grapes in the field. Esperanza stays home to watch the babies with Isabel, who is amazed that Esperanza doesn't know how to wash clothes (or diapers). That afternoon, Esperanza attempts to perform her camp job, sweeping the community platform, and is humiliated when people laugh at her clumsy, ineffective attempts to use the broom.

Las Almendras (Almonds)

Alfonso and Miguel have a wonderful surprise: behind the cabin, they have planted rose-bush cuttings that they secretly brought from Papa's garden in Aguascalientes. At Saturday night's *jamaica* camp party, Marta and her friends urge the workers to join a cotton workers' strike in two weeks. But many in camp, including Juan and Alfonso, feel they can't afford to stop working and risk losing their jobs. More people, including many from Oklahoma, are coming to the valley; if the Mexicans strike, the big farms will simply hire others willing to work for less.

Las Ciruelas (Plums)

Isabel begins attending school, so Esperanza is on her own with the babies and housework now, making mistakes but getting better at the chores. One day, a mammoth dust storm strikes. Esperanza shelters in the cabin with the babies and her friends Melina and Irene. Isabel is safe in school, but the women in the packing sheds and the men in the fields are unprotected. The dust buries the cotton, so there is no cotton harvest to stop with a strike. The dust also has given Mama a chronic cough, which develops into Valley Fever, a lung disease. The doctor says it might take six months for Mama to recover, "if she survives."

Las Papas (Potatoes)

Esperanza devotes herself to caring for Mama, while Irene and Melina take the babies. She also works on Abuelita's crocheted zigzag blanket, which seems to comfort Mama. Then the doctor sends Mama to the county hospital in Bakersfield for full-time nursing, and says that Mama is also suffering from depression. Esperanza is certain Mama needs Abuelita, but they can't write because Luis would intercept the letters. To earn money to pay doctors' bills and Abuelita's travel expenses, Esperanza starts to work with the women in the sheds, cutting potato eyes in the bone-chilling winter cold. On Christmas Day, Esperanza assures a sleeping Mama that she is now the family's *patrona* and is taking care of everything.

Los Aguacates (Avocados)

Esperanza now works in the cold fields, tying grapevines. Every other week, she buys a small money order and saves it in her valise—travel money for Abuelita. She reflects that her once-smooth hands have become the rough hands of a poor *campesina*. Mama develops pneumonia and can no longer have any outside visitors. On a Saturday shopping trip, Miguel explains to Esperanza that they drive farther to shop at the Japanese market because its owner treats Mexicans nicely—as opposed to most Americans, who think of Mexicans as "all uneducated, dirty, poor, and unskilled." On the way back to camp, Miguel stops to give a ride to Marta and her mother Ada, back to their squalid strikers' camp, filled with migrant workers who refused to continue working for "pitiful pay" and under "disgusting conditions." Esperanza feels sympathetic toward the unemployed workers, and the rationale for striking, but feels she must continue in her job for the sake of Mama and Abuelita. Miguel gets his longed-for job with the railroad, in the machine shop, replacing workers who are striking.

Los Espárragos (Asparagus)

Esperanza and the other women are now packing asparagus, and the strikers are disrupting the crucially timed harvest. Every day, strikers gather around the packing sheds, yelling constantly, until immigration officials and police arrive. Many of these protesters, even U.S. citizens, are put on buses to be deported to Mexico; usually their families join them. This seems terribly unfair to Esperanza, and when she discovers Marta hiding in the packing shed, she doesn't give her away. The next day, Esperanza and Miguel find the strikers' camp empty of people.

Los Duraznos (Peaches)

Isabel dearly longs to be chosen third-grade Queen of the May, who is supposed to be the girl with the highest grades. But Josefina tells Esperanza that the queen always turns out to be blond and blue-eyed. The farm owner is building a new camp for the Okies, with a swimming pool; the Mexicans can swim on Friday afternoons just before the pool is cleaned. Oklahoma men get Miguel's job in the machine shop, while Miguel is reassigned to the Mexican job of digging ditches. Esperanza angrily tells Miguel he is still a second-class citizen, as in Mexico, but Miguel insists he still has a chance to be more than a servant. Esperanza rejects his optimism and says he is still on the peasant side of the river; Miguel responds that she still thinks she is a queen. The next morning Miguel is gone, he has told his father he is going to look for railroad work in the north. To assuage Isabel's bitter disappointment at failing to be chosen Queen, Esperanza gives the girl her precious porcelain doll. Five months after entering the hospital, Mama is finally well enough to continue her recovery at home. But when Esperanza goes to her valise to show Mama all the money orders she has accumulated, the bag is empty.

Las Uvas (Grapes)

Clearly, Miguel took the money orders to pay for his travels. Weeks, later, in response to a message from Miguel, Alfonso drives with Hortensia and Esperanza to pick up his son at the bus station in Bakersfield. When Miguel disembarks, he is followed by a small older woman—Abuelita! Miguel had spirited her away from the convent, eluding Luis and Marco's spies, and used Esperanza's money for its purpose, to pay for their travels. Reunited with Abuelita, Mama is at ease at last, as Esperanza completes her grandmother's blanket of mountains and valleys. Just before her birthday, Esperanza has Miguel drive her to a plateau overlooking the valley. Lying on the ground, she does hear and feel

the earth's heartbeat now, and she experiences again the sense of rising and floating. This time she is in control, gliding as on the wings of the phoenix, anticipating her future of challenges to be met and goals to achieve, and this time firmly anchored by Miguel's hand holding her heart to the earth.

Timeline

- 1924** Esperanza, at age 6, with Papa, hears and feels the land's heartbeat.
- Aug./Sept. 1930** Bandits kill Papa; Esperanza, Mama, and Hortensia's family leave Mexico.
- next 2 weeks** Train trip through Mexico and up to Los Angeles.
- Fall** Men and women of Esperanza's new extended family work in the fields or the packing shed; Esperanza learns household chores; dust storm strikes, Mama becomes sick.
- Oct./Nov.** Esperanza nurses Mama.
- Nov./Dec.** Mama goes to the hospital; Esperanza starts working in packing sheds.
- Jan. 1931** Esperanza works in the grape fields.
- Spring** Strikers are active; Miguel gets railroad work.
- May** The asparagus is harvested; Mama comes home from hospital.
- June** Miguel brings Abuelita home.
- Fall** Esperanza's fourteenth birthday.

Author Sketch

Pam Muñoz Ryan was born in Bakersfield, California, and grew up there in the San Joaquin Valley, the setting for *Esperanza Rising*. She was the oldest of three sisters and also the oldest of twenty-three cousins on her mother's side. Grandparents, aunts, and uncles all lived nearby. Ryan describes herself as "truly American" because her heritage is a mix of Mexican, Spanish, Basque, Italian, and Oklahoman. The Dust Bowl impelled her Portuguese-speaking Basque grandfather to migrate from Oklahoma to California. Her grandparents Esperanza and Jesus came to the United States from Mexico in the 1930s, and this novel is based on that Esperanza's experiences in California's farm labor camps.



Ryan developed a passion for books and reading in grade school, spending the hot summer days in the local air-conditioned library. After graduating from college, Ryan became a teacher, wanting to draw the children she taught into her love of reading and books. After marrying and having four children, Ryan got her master's degree and worked as a school administrator. Encouraged by a friend, Ryan wrote her first book and immediately knew that she would continue to be an author. From 1994 on, Ryan has published many award-winning picture books and early readers, plus several young adult novels. She lives with her family in the town of Leucadia, north of San Diego, just six blocks from the Pacific Ocean, and frequently visits schools and attends conferences to promote reading and literacy.

Critic's Corner

Esperanza Rising has received numerous awards, including the prestigious Pura Belpré Award for Latino authors whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children or youth. *VOYA* described this novel as a "readable, believable, and inspirational story," and *Publishers Weekly* admired its "lyrical, fairy-tale-like style." *The Bulletin of the Center for Children's Books* assessed, "Though the piquant riches-to-rags element will draw readers, there's no authorial condescension towards Esperanza's *campesino* fellow workers, and Esperanza's gradual shedding of her own prejudices towards them is perceptively delineated." *School Library Journal* found the story "compelling" and "satisfyingly complete," and summed up, "Easy to booktalk, useful in classroom discussions, and accessible as pleasure reading, this well-written novel belongs in all collections." *Booklist* commented, "Ryan writes movingly in clear, poetic language that children will sink into, and the book offers excellent opportunities for discussion and curriculum support."

Other Works by the Author

Novels

Riding Freedom (1998)
Esperanza Rising (2000) (Listening Library, 2001)
Becoming Naomi Leon (2004)

Picture Books and Early Readers

One Hundred Is a Family (1994)
The Crayon Counting Book (1996)
The Flag We Love (1996)
Armadillos Sleep in Dugouts: And Other Places Animals Live (1997)

Pinky Is a Baby Mouse: And Other Baby Animal Names (1997)
California, Here We Come! (1997)
"Doug" series (1998-99)
Amelia and Eleanor Go for a Ride (1999)
Hello, Ocean (2001)
Mice and Beans (2001)
Mud Is Cake (2002)
How Do You Raise a Raisin? (2002)
When Marian Sang: The True Recital of Marian Anderson (2002)

Bibliography

Booklist, December 1, 2000, p. 708.
Book Report, January/February 2001, p. 60.
The Bulletin of the Center for Children's Books, December 2000, pp. 160-61.
Contemporary Authors, Vol. 201. Detroit: Gale, 2002.
Horn Book, January/February 2001, p. 96.
James, Helen Foster, "Interview with Pam Muñoz Ryan," *Book Links*, January 1999, pp. 40ff.
Journal of Adolescent & Adult Literacy, December 2001/January 2002, pp. 334-35.
Lesesne, Teri S., "Writing the Truth: An Interview with Pam Muñoz Ryan," *Teacher Librarian*, April 2003, pp. 50ff.
Publishers Weekly, October 9, 2000, p. 88.
School Library Journal, October 2000, p. 171; August 2001, p. 88.
VOYA, December 2000, p. 355

Internet Sites for Pam Muñoz Ryan

www.pammunozryan.com/
www.edupaperback.org/

Literary Terms and Applications

To enhance students' appreciation and understanding of the novel, present them with these terms.

Coming-of-Age Novel: a work of fiction in which the main character moves into and/or through adolescence and develops at least the beginnings of maturity. In this novel, Esperanza develops from a pampered rich girl who looks down on peasants into a hard-working, compassionate young woman who embraces her *campesino* compatriots.

Foreshadowing: hints or suggestions about something that will occur later in a novel. The scene in which Abuelita unravels Esperanza's uneven crochet stitches and advises never to be afraid of starting over foreshadows the unraveling of Esperanza's life and her resulting need to start over from scratch.

Historical Fiction: a narrative that presents an imaginative series of events occurring in an actual historical setting. The characters may be both fictional and historical. The author often does considerable research to incorporate accurate historical detail into the novel. In this novel, the author has drawn on her grandmother's descriptions of life in Mexico and in the California farm workers' camps of the 1930s, filled out by research and oral histories the author gathered from other people who had lived in the camps.

Magic Realism: the inclusion of fabulous and fantastic events in a fictional narrative that is otherwise realistic, most often associated with certain prominent Central and South American novelists such as Gabriel García Márquez. Esperanza's episodes of floating above the earth are elements of magic realism in this novel.

Symbolism: the use of elements in a literary work that stand for something else. This novel includes a number of symbols, such as the river that represents the class distinction between Esperanza and Miguel, the zigzag blanket pattern that represents the ups and downs of life that Esperanza struggles to cope with, and the roses that represent ties to the old ranch and Papa's continuing presence in the lives of his extended family members.

General Objectives

1. To gain an understanding of the lives of Mexican and Mexican-American farm laborers in 1930s California
2. To examine the role of family relationships in a young person's life
3. To discuss issues of class, ethnic, and political discrimination
4. To analyze coping strategies in the face of harsh adversity
5. To learn more about U.S. immigration and deportation practices and history
6. To explore the sense of having strong ties to the land
7. To learn more about the effects of the Great Depression on the people of the United States
8. To learn more about efforts to unionize farm, and other, workers in the United States

Specific Objectives

1. To trace the series of events that force Mama and Esperanza to emigrate to the United States
2. To identify the injustices that Esperanza becomes aware of in her new home in California
3. To note the ways in which the members of Esperanza's new extended family help each other
4. To discuss the pros and cons expressed by farm workers in the novel about going on strike
5. To understand the significance of the unraveled stitches, the zigzag blanket pattern, the roses, the gift of the doll to Isabel, and the river that Esperanza describes
6. To analyze the ways in which Esperanza grows and changes in the course of the novel
7. To examine the barriers in the relationship between Esperanza and Miguel, and the ways in which those barriers dissolve
8. To understand the author's use of fruits and vegetables as chapter titles
9. To analyze the meaning of the novel's title
10. To discuss the Mexican proverbs found in the novel

Cross-Curricular Sources

Fiction

Julie Baker, *Up Molasses Mountain*
 Pura Belpré, *Firefly Summer*
 T. Coraghessan Boyle, *Tortilla Curtain*
 Sue Ellen Bridgers, *Home Before Dark*
 Frances Hodgson Burnett, *A Little Princess*
 Judith O. Cofer, *An Island Like You*
 Linda Crew, *Fire on the Wind*
 Pat Edwards, *Nelda*
 Irene B. Hernandez, *Across the Great River* and *The Secret of Two Brothers*
 Karen Hesse, *Out of the Dust*
 Irene Hunt, *No Promises in the Wind*
 Francisco Jimenez, *Breaking Through* and *The Circuit*
 Marie G. Lee, *F Is for Fabuloso*
 An Na, *A Step from Heaven*
 Robert Newton Peck, *Arly and Arly's Run*
 Tracey Porter, *Treasures in the Dust*
 Zilpha Keatley Snyder, *Cat Running*
 Gary Soto, *Baseball in April and Other Stories* and *Petty Crimes*
 John Steinbeck, *The Grapes of Wrath*
 Victor Villasenor, *Burro Genius*
 Yoshiko Uchida, *A Jar of Dreams*

Nonfiction

- James Agee and Walker Evans, *Let Us Now Praise Famous Men and You Should Have Seen Their Faces*
- S. Beth Atkin, ed., *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories*
- Alexandra Bandon, *Mexican Americans*
- Helen Bauer, *California Rancho Days*
- Anilu Bernardo, *Fitting In*
- James D. Cockcroft, *The Hispanic Struggle for Social Justice: The Hispanic Experience in the Americas*
- Penny Colman, *Strike! The Bitter Struggle of American Workers from Colonial Times to the Present*
- David K. Fremon, *The Great Depression in American History*
- Mary Pierce Frost and Susan Keegan, *The Mexican Revolution*
- Doreen Gonzales, *Cesar Chavez: Leader for Migrant Farm Workers*
- Milton Meltzer, *Brother, Can You Spare a Dime? The Great Depression*
- Dennis Nishi, *Life During the Great Depression*
- Frank Perez, *Dolores Huerta*
- Lila Perl, *North Across the Border: The Story of the Mexican Americans*
- Susan Rensberger, *A Multicultural Portrait of the Great Depression*
- Jerry Stanley, *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*
- R. Conrad Stein, *The Mexican Revolution, 1910-1920*
- Richard Wormser, *Growing Up in the Great Depression*

CD-ROMs

- American Journey—History in Your Hands: The Great Depression & the New Deal and The Hispanic-American Experience* (Primary Source Media)
- The Grapes of Wrath* (Byron Preiss/Orange Cherry Software)
- The Great Depression* (Clearvue)
- Immigration Web Pack* (Sunburst)
- Voices of the 30s* (Sunburst/Wings for Learning)

Internet

latino.sscnet.ucla.edu/research/history.htm

Video

- Brother, Can You Spare a Dime?* (Films for the Humanities)
- Cesar Chavez* (Flashback Prods./Film Ideas)
- Good Conversations! Pam Muñoz Ryan* (Tim Podell Prods.)
- The Grapes of Wrath* (20th Century-Fox)
- The Great Depression: Witness to History* (Guidance Associates)
- Mexico: A Tribute* (Tribute Series)
- Mexico: Its History, People and Government and Mexico: Its Land, Resources & Economy* (Colman Communications/Rainbow Educational Media)
- A New Happiness: An Immigrant's Story* (Face to Face Films/Chip Taylor Communications)
- Overcoming Prejudice* (Educational Video Network)
- The Plant World* (series of four videos, Visual Learning Co.)
- See Me: Five Young Latinas* (Cinema Guild)

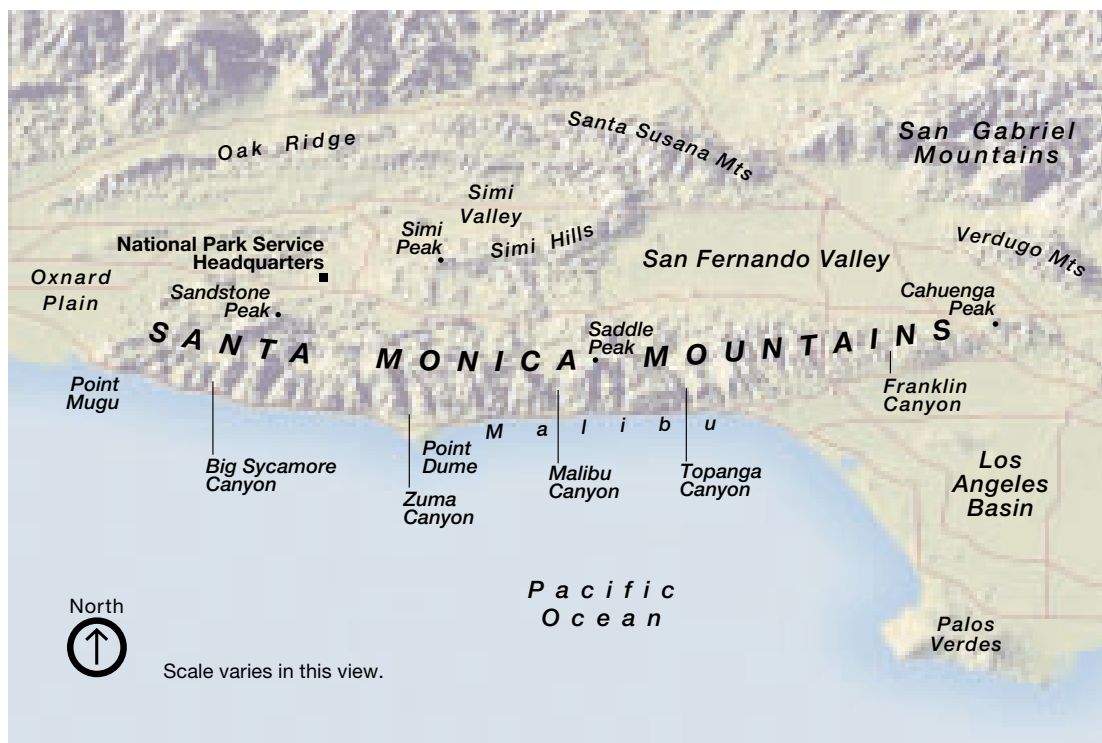
The Importance of Setting

The first few chapters of the book are set on the sprawling Ortega ranch, *El Rancho de las Rosas*, in Aguascalientes (an actual town), Mexico, where Esperanza lives a pampered, wealthy life. The ranch features a magnificent main house, servants' quarters, stables, extensive vineyards, and thousands of acres of grasslands for the grazing cattle. After Papa's death, Esperanza, Mama, and Hortensia's family travel north for many days in a bare-bones peasants' railroad car, finally reaching Los Angeles. From there they journey in Juan's old truck to the farm workers' camp in Arvin, California, in the San Joaquin Valley, full of agricultural fields as far as the eye can see.

The camp consists of row upon row of small, two-room white cabins; toilets are in a separate wooden building. A platform in the middle of the camp provides a place for meetings and dances. Esperanza's cabin has ceilings covered in newspaper and cardboard; it faces the fields, and a table sits across the dirt road, shaded by mulberry and chinaberry trees. From here, the men go off in company trucks to the surrounding fields to work on whichever crop is currently in season. The women go in the truck to the packing shed, a long building with separate open-air sections flanked by railroad tracks and truck docks that provides little shelter from the bone-chilling winter cold or the fierce dust storms.

While life in the camp provides only the basic necessities, its inhabitants enjoy a sense of camaraderie and are insulated from the outside world's prejudicial treatment of Mexicans and Mexican-Americans. Minor settings outside the camp include the Bakersfield hospital where Mama is treated for Valley Fever, the squalid camp where the dispossessed striking workers live in tents or less, Mr. Yakota's general store, and the bus station in Bakersfield where Esperanza is joyfully reunited with Abuelita.

Inset map provided courtesy of the National Park Service, and can be found at: <http://www.nps.gov/carto>. The map represents the San Fernando and Santa Monica mountain ranges, which lie to the north and west of Los Angeles, California.



Themes and Motifs

A study of the central issues and situations in *Esperanza Rising* should include these aspects.

Themes

- coming of age
- family
- endurance
- assimilation
- immigration
- farm labor
- agricultural strikes
- discrimination
- Mexican culture
- Great Depression

Motifs

- hard work
- roses
- zigzag blanket pattern / mountains and valleys
- Mexican proverbs and customs
- Roman Catholic faith
- seasonal agricultural produce
- dividing river
- porcelain doll
- Spanish words
- Mexican revolution
- "Okies"

Meaning Study

Below are words, phrases, or sentences that have a particular meaning in the novel. Explain each as it relates to the book. Use the page numbers given in parentheses to reread the term in context if you wish.

1. ...they walked through the gentle slopes of the vineyard. Leafy green vines draped the arbors....He gently touched a wild tendril. (*Aguascalientes*, p. 1)
(El Rancho de las Rosas has many acres of vineyards, land devoted to cultivating grapevines. Grapes grow in clusters on woody vines, which cultivators drape over and tie to a lattice-work structure called an arbor. Threadlike tendrils curl around adjacent objects to support the vines.)
2. ...the *vaqueros* already sitting on their horses... (*Las Uvas*, p. 4)
(A *vaquero* is a man who herds cattle, or a cowboy. The word comes from the Spanish *vaca*, "cow." In addition to acres of vineyards, El Rancho de las Rosas has thousands of acres of grazing land and cattle.)

3. She knew there would be a porcelain doll from Papa. (*Las Uvas*, p. 9-10)
(Porcelain is a hard, white, nonporous translucent type of ceramic. In the past, fine dolls were made of porcelain. Only well-off children like Esperanza had porcelain dolls. Lower-class children had cloth or yarn dolls, as demonstrated later when Mama makes a yarn doll for the peasant girl on the train after Esperanza won't let the dirty child touch her porcelain doll.)
4. The linens always went into the trunk at the end of Esperanza's bed for *algún día*, for someday. (*Las Uvas*, p. 10)
(The trunk is a hope chest, to use the English term, a chest in which a girl or young woman collects linens and other household items in anticipation of getting married and using the items in her new household. Mama has been making beautifully embroidered linens for Esperanza's "someday" chest for years. They will all be lost in the house fire, but would have been of little use to Esperanza in her new life in California.)
5. ...Abuelita holding up yarn and crochet hooks. (*Las Uvas*, p. 12)
(Crochet is a type of needlework in which loops of yarn are interwoven using a single hooked needle. Abuelita fills otherwise idle time by crocheting. Now she is teaching Esperanza the symbolic zigzag—mountain and valley—pattern. When Mama is ill, Esperanza works to finish Abuelita's blanket as a source of reassurance to both herself and Mama.)
6. The rosaries, masses and funeral lasted three days. (*Las Papayas*, p. 26); ...saying a novena (*Los Duraznos*, p. 214)
(These are elements of the Roman Catholic religious faith, which has traditionally been the faith of a large majority of Mexicans. A rosary is a set of beads used to count designated prayers as they are recited. A mass is the Roman Catholic religious service centered around the consecration of bread and wine. Three days of rosaries, masses, and funeral follow Papa's death. A novena is a reciting of prayers and performance of devotions for nine consecutive days, usually seeking a special favor; Isabel performs a novena to Our Lady in hopes of being named Queen of the May, an honor she does deserve.)
7. "We are like the phoenix." (*Los Higos*, p. 50)
(The phoenix is a lone bird of Egyptian mythology, living in the Arabian desert for 500 or 600 years, then setting itself on fire and rising renewed from the ashes to start another long life. Abuelita says the members of their family are like the phoenix. They are rising from the ashes of their own fire to start a new life in California.)

8. ...a little shrine around a plastic statue of Our Lady of Guadalupe ... a grotto of rocks around the base... (*Las Alemendras*, p. 123)
(*Our Lady of Guadalupe is a representation of the Virgin Mary, mother of Jesus Christ. Alfonso and Miguel have created a shrine for the statue of Our Lady—a special setting intended to inspire devotion and prayer including a cavelike grotto of surrounding rocks. The shrine and statue are the centerpiece of the newly planted rose garden created with rescued cuttings from El Rancho de las Rosas.*)
9. “Repatriation.” (*Las Papas*, p. 170); “voluntary deportation” (*Los Espárragos*, p. 207)
(*Both terms refer to the U.S. government’s practice in the 1930s of forcing Mexicans and Mexican-Americans to relocate to Mexico. Repatriation refers to sending back or returning to the country of birth or citizenship, but the government is sending U.S.-born citizens and legal immigrants to Mexico. Deportation refers to officially ordering and forcing an alien to leave a country. When families choose to join a loved one who is being “repatriated,” rightly or wrongly, authorities call it “voluntary deportation.” But, as Josefina points out, the family members don’t have much of a choice, so it is not a particularly voluntary deportation. Esperanza is appalled at the unfairness of these practices.*)
10. They had to cross picket lines to get to work. (*Los Espárragos*, p. 201)
(*The striking farm workers have set up picket lines around the fields—lines of strikers stationed outside or around a workplace to demonstrate their opposition to company policies, to try to keep strikebreakers from entering, or to keep customers from patronizing the business. In this case, Alfonso, Juan, and the other field workers have to cross the hostile picket lines to get to the fields where they work.*)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important, and you should be ready to defend your answers by referring to passages in the book.

Questions 1-4 (Literal Level)

1. Describe Esperanza’s life in Mexico and her subsequent life in California.
(*Esperanza lives a life of wealth and privilege in Mexico, treated like a princess, waited on hand and foot by servants, associating only with people of her own social class, living in a mansion, enjoying lavish parties and fancy clothes and dolls. Life in California is very different. There, Esperanza shares a run-down*

two-room labor-camp cabin with four other people, performs myriad household chores and cares for babies, wears mismatched and ill-fitting old clothes, then puts in long days working with other campesinas at the field produce packing shed.)

2. What is the series of events that causes Esperanza and Mama to flee Mexico?
(*First, bandits kill Esperanza’s father. Esperanza and Mama inherit only the house and its contents, along with the yearly income from the grapes; Tío Luis inherits the land. Soon after Mama refuses Tío Luis’ proposal of marriage, the magnificent house burns to the ground, and the spreading fire destroys the vineyards as well. Esperanza and Mama now have no money, no home, and no income. The uncles will prevent Abuelita from taking her money out of Luis’ bank and they will prevent any friends from helping Mama financially. If she stays in Aguascalientes, Mama will have no choice but to marry Luis. To avoid that fate, Mama and Esperanza secretly accompany Hortensia, Alfonso, and Miguel on their journey to the United States.*)
3. What instances of injustice does Esperanza gradually become aware of in California?
(*She learns that Mexicans and Mexican-Americans are discriminated against—they are treated rudely in local stores, they are relegated to menial labor on the railroad, their housing is inferior to new housing built for the white Okies, they have to sit in a special section of the movie theater. At Isabel’s school, the Queen of the May is always a blue-eyed blonde, although the honor is supposed to go to the girl with the highest grades (last year, a Japanese girl; this year, Isabel). Although she keeps her job because she needs to keep earning money, Esperanza is sympathetic to the strikers’ insistence that they are grossly underpaid and live and work in deplorable conditions. Most unjust, to Esperanza, is the deportation of protesting Latino strikers to Mexico, even those people who are native-born U.S. citizens and have never set foot in Mexico.*)
4. What pros and cons do the farm workers express about going on strike?
(*The strikers say that the only way the laborers can get higher wages and decent living conditions is if everyone bands together and joins in a strike. If all the workers strike, the owners will have to agree to the strikers’ terms in order to get the ripe produce picked and processed. But other workers say they need to keep working in order to earn money to feed their families; Esperanza feels she needs to keep earning the money she needs to pay Mama’s medical bills and save up for Abuelita’s travel money. The antistrike workers say that if they go on strike, they will lose their jobs and their housing; the owners will hire the Okies and other jobless people who are pouring into California’s agricultural areas, displaced by the economic hard times and the*

Dust Bowl. These people are so desperate for work, they will accept lower wages, so anyone who strikes will be permanently out of a job.)

Questions 5-8 (Interpretive Level)

5. What is the significance of the scene in *Las Uvas* (page 15) when Abuelita unravels Esperanza's crocheted rows?

(Like the rows, life as Esperanza knows it is about to unravel. As Abuelita unravels Esperanza's unsuccessful crocheting, she counsels her granddaughter, "Do not be afraid to start over," advice that will soon turn out to be both timely and valuable. At the end of the novel, this scene is mirrored when Esperanza unravels Isabel's crooked stitching while advising the young girl, "Do not ever be afraid to start over.")

6. In what ways does Esperanza change in the course of the novel?

(In Mexico, Esperanza is a pampered princess, taking for granted her wealth and social status and having servants do everything for her—even undress and bathe her. She thoroughly accepts the unbridgeable distinction between her class and servants/campesinos. Faced with the challenges of life in the labor camp, Esperanza gradually learns the skill and satisfaction of doing things for herself—completing household chores competently, caring for the babies, working hard to earn the money she needs. She also learns to give to others rather than only take and to appreciate the gifts of friendship and cooperative self-help. She goes from feeling superior toward the peasants to being comfortable in her new identity as a campesina and angry at anti-Mexican discrimination.)

7. In what way is the scene when Esperanza gives Isabel the porcelain doll a "turning point," as the author has described it?

(The doll is the last vestige of Esperanza's life of wealth and privilege, the last tangible evidence of how she once lived. When she gives the doll to Isabel, Esperanza voluntarily gives up her childhood and her desire to be connected to her former life.)

8. How are class differences in Mexican society of the 1920s illustrated by the relationship between Esperanza and Miguel? How does that relationship change after the families move to California? *(When Esperanza was a young girl, she declared to Mama that she would marry Miguel someday. But now that Esperanza is a young woman, she has come to recognize that a "deep river" runs between herself as the ranch owner's daughter and Miguel as the housekeeper's son. Since Esperanza shared that insight with Miguel, he has scarcely spoken to her, a sea change from their former easy camaraderie. Miguel and his family plan to emigrate to the United States because of the class differences: "My father and I...were born servants here and no matter how*

hard we work we will always be servants....The work is hard in the United States but at least there we have a chance to be more than servants." In California, Esperanza gradually comes to accept her new life and identity as a campesina, although she tells Miguel he is still a second-class citizen and is foolish to hope for more. But after Mama and Abuelita rejoin the family, Esperanza has developed a new sense of optimism about the future, firmly anchored by Miguel on the same side of the river.)

Questions 9-11 (Critical Level)

9. Why do you think the chapter titles are the names of fruits and vegetables?

(Each chapter title is the name of a fruit or vegetable that is ripe and being harvested [except for the potatoes, which are being planted]. The titles emphasize Esperanza's ties to the land and underline the progression of the novel's events through the planting and harvesting seasons.)

10. What is the meaning of the novel's title?

(On two occasions, Esperanza experiences a sensation of rising and floating above the earth. The first time, just after Esperanza's arrival in California, it is a mostly frightening sensation because she doesn't feel the connection with the earth; she feels untethered and can't find the place in her heart where her life is anchored. The second time, she has felt the connection with the earth, and she glides unafraid and soars "with the anticipation of dreams" and possibilities about her future. She has risen above her circumstances and will rise above those who want to hold her and her loved ones down. Her hopes have risen with her new life.)

11. What do the zigzag-pattern blanket and the rose cuttings represent?

(Like the pattern, Esperanza's life becomes filled with mountains and valleys, high points and low points, challenges and triumphs over them. As Abuelita tells Esperanza just before she leaves for the convent, "Right now you are in the bottom of the valley and your problems loom big around you. But soon, you will be at the top of a mountain again. After you have lived many mountains and valleys, we will be together." The rose cuttings represent the family's ties to their past lives at El Rancho de las Rosas and their budding new lives in California. The roses also represent the family's continuing connection to Papa. As Mama tells Esperanza, "Didn't I tell you that Papa's heart would find us wherever we go?")

Questions 12-15 (Creative Level)

12. Describe Esperanza and Miguel's future relationship.
13. Write a vivid newspaper account of the sweep that disperses the striking farm workers. You could write a neutral article, or one colored by sympathy or hostility toward the strikers.

14. Write some journal entries for Mama, Miguel or Isabel describing some events from their point of view.
15. Write a chapter for the novel that describes Tío Luis' reaction to the disappearance of Mama, Esperanza, and Hortensia's family, plus the uncles' efforts to find out where the group has gone.

Across the Curriculum

Art

1. Dress two dark-haired dolls as "before" and "after" versions of Esperanza. And/or create two contrasting illustrations of Esperanza's home in Mexico and her new home in California.
2. Draw a detailed map of *El Rancho de las Rosas*.
3. Create portraits of the novel's characters.

Social Studies

1. Research and report on the causes and course of the Mexican revolution, focusing on the conflict between large, wealthy landowners and poor, landless peasants.
2. Hortensia is a Zapotec Indian from Oaxaca. What is the status of Indians in Mexico today? Find out more about recent Indian protests and unrest.
3. Research and report on the status of farm workers, migrant and otherwise, from the 1930s and today. In what ways have the conditions of life for farm workers changed over time, and in what ways do they seem similar?
4. Research and report on *La Migra*, and the forced "repatriation" and "voluntary deportation" of Mexicans and Mexican-Americans in the 1930s.
5. Undertake a class project of collecting media images of Mexican-Americans, Mexican migrant laborers, and Mexican illegal aliens. Do you find a pattern of stereotypical portrayal, or neutral, objective portrayal?
6. In chart or timeline form, trace the struggle to organize farm workers in the United States.
7. Research and report on the effects of *maquiladoras*

(assembly plants along Mexico's northern border, with the United States, which proliferated in the 1980s) on U.S. and Mexican workers, on the environment, and on host communities.

Geography

1. On a map of California, locate and label the places mentioned in the novel, including Bakersfield, Arvin, Highway 99, Los Angeles, El Centro, and the San Fernando, Imperial, and San Joaquin valleys. Also label and shade in the mountain ranges in these areas.
2. On a map of Mexico, locate and label the places mentioned in the novel, including Aguascalientes, Zacatecas, Sonora, Mexicali, Oaxaca, Guadalajara, La Purísima, and the Sierra Madre. Also show significant natural features in these areas.
3. On a map of the United States, trace the route west that migrants from Oklahoma would have taken. (Remember that routes on today's maps may differ from routes that existed in the 1930s.) What natural obstacles did migrants face along the way?

Language Arts

1. Translate some dialogue from the novel into Spanish, and perform the dialogues in classroom skits.
2. Read John Steinbeck's *The Grapes of Wrath*, or view the classic Henry Fonda film of it, and compare the plight of the Oklahoma dispossessed with that of the Mexican immigrants.
3. Make a list of the Mexican proverbs used in the novel. Then collect similar proverbs from other cultures.
4. Pam Muñoz Ryan's writing is rich in figures of speech, including simile, metaphor, and personification. Identify some examples of each from the novel, and then write some of each type of your own.
5. Read other novels about the experiences of young people during the Great Depression, and discuss with classmates common problems shared by teens and their families across the country during those difficult years.

6. Find out what the Pura Belpré Award is, and make a list of this award's winners.

Mathematics/Economics

1. Chart today's hourly wages for farm/migrant agricultural workers as compared to hourly wages of workers in other fields of employment.
2. Chart the hourly wages of Mexican vs. U.S. workers in various fields of employment.
3. Using maps of Mexico and the United States, calculate the length, in miles and kilometers, of the train trip from Zacatecas to Los Angeles and of the truck journey from Los Angeles to Arvin.

Music

1. Play in class recordings of music that the band at the camp's *jamaica* might have performed.
2. Find a recording of the traditional birthday song that Esperanza is serenaded with on the morning of each of her birthdays.

Science/Health

1. Create an illustrated handbook on grape cultivation, for a backyard vineyard or a commercial operation.
2. Create a graphic that illustrates and explains the dynamics of a dust storm like the one that hits Esperanza's labor camp. Or create a graphic that shows the chain of events that created the Dust Bowl, a Midwestern ecological disaster, plus the measures that helped end the problem.
3. Research and report on Valley Fever; include information on how the body becomes immune to this (and other diseases) through early and frequent exposure to the agent (in this case, dust) that causes the fever.
4. Research and report on clinical depression—its causes, its effects, its treatments.

Student Involvement Activities

1. With classmates, act out favorite scenes from the novel.

2. Invite a member of your local fire department to class to help each class member work out a fire escape plan from her or his home for all family members. If you could save one item when escaping from a home fire, what would it be, and why?
3. With classmates, create a recipe book of foods mentioned in the novel. Then prepare and serve a meal including some of these foods.
4. Share with classmates incidents of prejudice you have experienced or witnessed. Discuss the sources of such prejudice and ways to deal with and lessen it.
5. When a rose thorn pricks Esperanza's finger and draws blood, Esperanza and her mother take this to be a sign of upcoming bad luck. As a class project, gather and share other bad-luck signs common among various cultures.
6. Abuelita has an "ever-present aroma of garlic, face powder, and peppermint." Describe some comforting "ever-present aroma" of someone you are close to.
7. Visit a local farm/orchard and learn all about its operations. Or invite a local farm/orchard owner to class to tell you about her or his operations and challenges.
8. Create a class display of images of agricultural operations and farm workers in California in the 1930s.

Alternate Assessment

1. Chart the challenges Esperanza faces and how she deals with them during the first year of her life in California.
2. The Mexican proverb at the beginning of the novel reads, "The rich person is richer when he becomes poor, than the poor person when he becomes rich." Explain this in terms of Esperanza's experience.
3. With classmates, stage a debate on the pros and cons of the farm workers striking in Esperanza's environment.

Vocabulary

Match each underlined word with its meaning listed below. Write the letter of the meaning in the space next to the sentence number.

- | | | | |
|--------------|---------------------------|-----------------------|----------------|
| A. burned | F. shrank back | K. friendly, warm | P. breathes in |
| B. agony | G. view with contempt | L. impulsive, flighty | Q. harvesting |
| C. litter | H. given as a gift | M. with caution | R. solemnly |
| D. offensive | I. sweet-looking children | N. suitcase | S. fascinated |
| E. huge | J. wet, limp, and dirty | O. embedded dirt | T. misleading |

- ___ 1. The *campesinos* spread out over the land and began the task of reaping the fields.
- ___ 2. Esperanza loved Abuelita more for her capricious ways than for her propriety.
- ___ 3. A heavy blanket of anguish smothered Esperanza's smallest joy.
- ___ 4. Mama was cordial and attentive to everyone, as if entertaining them gave her a purpose.
- ___ 5. "Be careful. Luis is a devious, dangerous man."
- ___ 6. "My sisters, in the convent. They can discreetly get you duplicates of your papers."
- ___ 7. Esperanza held a valise filled with clothes.
- ___ 8. Miguel was mesmerized by the locomotive, watching it slowly pull in.
- ___ 9. "When you scorn these people, you scorn Miguel, Hortensia, and Alfonso."
- ___ 10. Esperanza, her face shiny with grime and perspiration, looked tired and wilted.
- ___ 11. The babies, Lupe and Pepe, were dark-eyed cherubs, with thick mops of black hair.
- ___ 12. The mountains looked like monstrous lions' paws resting at the edge of the ridge.
- ___ 13. Esperanza cringed as she tried to imagine having no privacy.
- ___ 14. "Please be grateful for the favors bestowed upon us."
- ___ 15. A truck piled high with produce drove by, losing a cloud of debris.
- ___ 16. Esperanza could not yet find humor in the situation. Somberly, she said, "Thank you, Miguel."
- ___ 17. Esperanza woke up to Lupe's whimpering and an atrocious smell.
- ___ 18. When Esperanza checked the pot, the beans appeared to be scorched.
- ___ 19. "When you live in this valley, everyone inhales the dust spores."
- ___ 20. Mama was thin and frail; her hair was strewn and bedraggled.

Comprehension Test A

Part I: Matching (20 points)

Read each character description. In the list below, find the character who matches the description. Write the letter of the character in the space next to the description number. Use each name only once.

- | | | |
|--------------|--------------|-------------|
| A. Esperanza | E. Hortensia | H. Abuelita |
| B. Alfonso | F. Miguel | I. Isabel |
| C. Mama | G. Melina | J. Tío Luis |
| D. Papa | | |

- ___ 1. Esperanza's childhood playmate and companion
- ___ 2. Widow who refuses her brother-in-law's marriage proposal
- ___ 3. Mama's mother and Esperanza's grandmother
- ___ 4. Corrupt, power-hungry Mexican banker
- ___ 5. Lovingly tended a wonderful rose garden
- ___ 6. Husband of Hortensia, father of Miguel, and devoted friend of Mama and Esperanza
- ___ 7. Young friend of Esperanza's who has a husband and a baby
- ___ 8. Pampered daughter of wealthy ranch owners
- ___ 9. Sister of the twin babies and cousin of Miguel
- ___ 10. Devoted housekeeper, a Zapotec Indian

Part II: Fill-In (30 points)

Write one or two words in each blank to make each statement true.

- 1. Esperanza lives all of her life in the country of _____ until she is a teenager.
- 2. Esperanza and Miguel and their families move to a farm camp in the U.S. state of _____.
- 3. Esperanza's last name is _____.
- 4. Esperanza's family farm is named El _____ de las _____.
- 5. Mama and Esperanza arrive at the farm camp during the _____ harvest.
- 6. Esperanza's camp job is to sweep the camp _____.
- 7. Esperanza becomes _____ years old the morning after her father's death.
- 8. Esperanza has told Miguel that they are on "different sides of the _____."
- 9. Abuelita's sisters are nuns who live in a _____.
- 10. One of the babies is named _____.
- 11. The Spanish term for a field worker or peasant is _____.
- 12. Marta urges the field workers to _____ for better pay and working conditions.
- 13. Mama's initial illness, which develops into pneumonia, is called _____.
- 14. Esperanza's childhood family home is destroyed by _____.
- 15. Miguel's dream and ambition has always been to work for the _____ as a machinist.

Comprehension Test A (Page 2)

Part III: Multiple Choice (20 points)

Underline the choice that correctly completes each of these sentences.

1. Isabel is around (**six, eight, ten, twelve**) years old.
2. Mama spends many months at the (**Los Angeles, Mexicali, El Centro, Bakersfield**) hospital.
3. Esperanza and her mother travel to the United States by (**train, bus, airplane, foot**).
4. Marta's father fought in the Mexican revolution against the (**church, landowners, peasants, United States**).
5. Esperanza takes over Abuelita's project of crocheting a (**blanket, blouse, tablecloth, wall hanging**).
6. Esperanza gives Isabel her cherished (**shawl, porcelain doll, roses, party dress**).
7. An abuelita is a (**mother, daughter, grandmother, granddaughter**).
8. Esperanza's first paying job is cutting (**potato, avocado, papaya, melon**) eyes.
9. When the workers cry, "Huelga! Huelga!" they are calling for (**good food, better housing, a strike, fire protection**).
10. Isabel hopes to be chosen Queen of the (**jamaica, campesina, May, Advent**).

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Describe the changing relationship between Esperanza and Miguel.
2. What social, economic, and political problems does Esperanza have to deal with?
3. In what ways does Esperanza rise?

Comprehension Test B

Part I: Matching (20 points)

Read each quotation. Find the character who speaks the words in the list below. Write the letter of the character in the space next to the quotation number. Use each name only once.

- | | | |
|--------------|--------------|--------------------|
| A. Esperanza | E. Hortensia | H. Abuelita |
| B. Alfonso | F. Miguel | I. Isabel |
| C. Mama | G. Marta | J. Señor Rodriguez |
| D. Papa | | |

- ____ 1. Person who develops a life-threatening case of Valley Fever
- ____ 2. Old woman who injures her ankle and is then separated from her family
- ____ 3. Teenager who has always been fascinated by the railroads
- ____ 4. Thirteen-year-old who doesn't know how to sweep a floor with a broom
- ____ 5. Family friend who helps Mama, Esperanza, and Abuelita escape the uncles
- ____ 6. Boss of the field workers, and his employer's *compañero*
- ____ 7. Wealthy ranch owner who is murdered
- ____ 8. Mexican-American who urges farm workers to strike
- ____ 9. Youngster who teaches Esperanza how to do laundry and care for babies
- ____ 10. Wife of Alfonso, mother of Miguel, devoted friend of Mama and Esperanza

Part II: Short Answer (30 points)

Write a one- or two-word answer to each of the following questions.

- _____ 1. In what Mexican town is Esperanza's family's ranch located?
- _____ 2. To what country do Esperanza and her family and Miguel and his family emigrate?
- _____ 3. What does the Spanish word *tío* mean in English?
- _____ 4. Who is the author of this book? (three words)
- _____ 5. What is Mama's first name?
- _____ 6. What is Papa's last birthday gift to Esperanza?
- _____ 7. In what revolution did Marta's father fight?
- _____ 8. What special plant do Alfonso and Miguel bring to their new home from Esperanza's old home?
- _____ 9. By what title does Alfonso always address Mama?
- _____ 10. What U.S. state do many unemployed former farmers and farm workers come from to look for work in California?
- _____ 11. What kind of storm damages Mama's lungs?
- _____ 12. Who is the mother of the twins and Isabel, and the wife of Juan?
- _____ 13. What is a *jamaica*?
- _____ 14. In what part of the camp does Esperanza work during the potato, asparagus, and peach seasons?
- _____ 15. Who kills Papa?

Comprehension Test B (Page 2)

Part III: Multiple Choice (20 points)

Underline the choice that correctly completes each of these sentences.

1. The farm where Esperanza and her family live and work is in California's (**El Centro, San Fernando, San Joaquin, Los Angeles**) valley.
2. Isabel's new pet is a(n) (**puppy, kitten, iguana, myna bird**).
3. Abuelita's crocheted blanket is done in a (**vertical, circular, crazy quilt, zigzag**) pattern.
4. Esperanza's (**uncles, cousins, brothers, field workers**) want to take over the ranch after Papa dies.
5. *La Migra* enforcers are (**probate court, immigration, health care, education**) officials.
6. Abuelita is the mother of (**Mama, Esperanza, Hortensia, Papa**).
7. The strikers disrupt the very important ten-week period when (**guavas, papayas, grapes, asparagus spears**) must be harvested.
8. Esperanza and her extended family live in (**tents, lean-tos, cabins, apartment buildings**) at the company farm camp.
9. Mama stays for five months at the local (**nursing home, hospital, jail, shelter**).
10. Esperanza's first job is to take care of the (**grapes, money, immigration papers, babies**).

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Describe the changing relationship among the members of Esperanza's and Miguel's families.
2. What does life in the farm workers' camp teach Esperanza?
3. What role does Abuelita's blanket play in the novel?

Answer Key

VOCABULARY

- | | | | |
|------|-------|-------|-------|
| 1. Q | 6. M | 11. I | 16. R |
| 2. L | 7. N | 12. E | 17. D |
| 3. B | 8. S | 13. F | 18. A |
| 4. K | 9. G | 14. H | 19. P |
| 5. T | 10. O | 15. C | 20. J |

COMPREHENSION TEST A

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. F | 6. B |
| 2. C | 7. G |
| 3. H | 8. A |
| 4. J | 9. I |
| 5. D | 10. E |

Part II: Fill-In (30 points)

- | | |
|------------------------|------------------------|
| 1. Mexico | 9. convent |
| 2. California | 10. Pepe/Lupe |
| 3. Ortega | 11. <i>campesino/a</i> |
| 4. <i>Rancho/Rosas</i> | 12. strike |
| 5. grape | 13. Valley Fever |
| 6. platform | 14. fire |
| 7. thirteen | 15. railroad |
| 8. river | |

Part III: Multiple Choice (20 points)

- | | |
|----------------|-------------------|
| 1. eight | 6. porcelain doll |
| 2. Bakersfield | 7. grandmother |
| 3. train | 8. potato |
| 4. landowners | 9. a strike |
| 5. blanket | 10. May |

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Matching (20 points)

- | | |
|------|-------|
| 1. C | 6. B |
| 2. H | 7. D |
| 3. F | 8. G |
| 4. A | 9. I |
| 5. J | 10. E |

Part II: Short Answer (30 points)

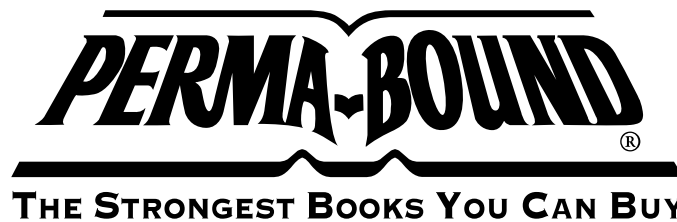
- | | |
|-------------------|---------------------------|
| 1. Aguascalientes | 9. Señora |
| 2. United States | 10. Oklahoma |
| 3. uncle | 11. dust |
| 4. Pam Muñoz Ryan | 12. Josefina |
| 5. Ramona | 13. party/festival/fiesta |
| 6. porcelain doll | 14. packing shed |
| 7. Mexican | 15. bandits |
| 8. roses | |

Part III: Multiple Choice (20 points)

- | | |
|----------------|---------------------|
| 1. San Joaquin | 6. Mama |
| 2. kitten | 7. asparagus spears |
| 3. zigzag | 8. cabins |
| 4. uncles | 9. hospital |
| 5. immigration | 10. babies |

Part IV: Essay (30 points)

Answers will vary.



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